

**PROGRAMME SPECIFICATION**  
**BSc (Hons) International Strategic Business Management**

1.	<b>Awarding Institution:</b>	The University of Law
2.	<b>Final Award:</b>	Bachelor of Science in International Strategic Business Management with Honours
3.	<b>Exit / Intermediate awards</b>	Diploma of Higher Education Certificate of Higher Education

	Production/Revision:	
16.	<b>IT and Resource Requirements for the programme</b>	The Programme has no specific IT requirements. If needed students can borrow laptops or use the IT rooms available on the different campuses
17.	<b>Inclusive Considerations</b>	<p><b>Universal Design for Inclusive Learning</b> Guidance approved in November 2019</p> <p>This guidance was designed with the contribution of the Director of Academic Enhancement, the Head of Design and Assessment, the Disability Service Support Manager, and the Head of Access &amp; Participation.</p> <p>The document is itself aligned to the Learning and Teaching Strategy 2018-2021, the Learning Framework 2019-2021, the Digital Strategy 2019-2021 and the Equality, Diversity and Inclusion policy 2019-2021.</p> <p>The programme will promote an inclusive learning environment by following three main principles in content design, teaching delivery, and assessment of learning, which are:</p>

		<ul style="list-style-type: none"> <li>- Provide options for comprehension (e.g. linking to and activating relevant prior knowledge; bridge any concepts with relevant professional cases, analogies and metaphors; make explicit cross-curricular connections to materials being presented)</li> <li>- Highlight patterns, critical features, big ideas, and relationships (e.g. emphasise key elements in graphics and diagrams; use multiple examples to illustrate model answers; use cues and prompts to draw attention to critical features; highlight previously learned skills that can be used to solve unfamiliar problems or case studies)</li> <li>- Guide information processing (e.g. introduce educational content progressively; assess understanding of information; release information progressively)</li> <li>- Maximise transfer (e.g. incorporate explicit opportunities for review during the Prepare, Engage and Consolidate stages using MCQs and self-learning tasks on the VLE)</li> <li>- Use multiple media for communication (e.g. use interactive web tools such as discussion forums and wikis)</li> <li>- Provide different levels of support for practice and performance (e.g. provide differentiated feedback and feedforward to support learner development)</li> <li>- Enhance capacity for monitoring progress (e.g. ask questions to guide self-monitoring and reflection; prompt learners to identify the type of feedback or advice that they are seeking)</li> <li>- Optimise relevance, value, and authenticity (e.g. Vary activities and sources of information so that they can be: relevant, appropriate for different groups, economically disadvantage; invite personal response, evaluation and self-reflection to content and activities; invite students to bring their own perspectives into the classroom to ensure equality of engagement)</li> <li>- Minimise threats and distractions (e.g. create an accepting and supportive learning environment; vary the pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities)</li> <li>- Foster collaboration and community (e.g. create cooperative learning groups with clear goals, roles, and responsibilities; provide structured opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds; encourage and support opportunities for peer interactions and support; ensure that the classroom environment is welcoming and inclusive, and encourages participation from under-represented groups; construct communities of learners engaged in common interests or activities; ensure students are exposed to a range of culturally challenging views, opinions and contexts; create high expectations for group work)</li> <li>- Increase mastery-oriented feedback (e.g. encourage student confidence to ask for feedback; provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of</li> </ul>
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**Year 3 -**



## 21. Programme Outcomes, Learning & Teaching and Assessment Strategies

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to devise and sustain business strategies and actions through the use of evidence and data, recognising ambiguity and challenges, and being able to communicate these both orally and in writing.

and research will be required for students to be able to undertake the tasks.

The programme is also designed to provide incremental and demonstrable progression over its duration.

### **Assessment Methods**

For the intellectual skills, these outcomes will be formatively assessed through the regular workshop activities, the resolution of case studies, and problem-solving exercises.

The wide variety of assessment methods outlined in A.

21.

## **22. Assessment System**

A set of guidelines has been implemented in order to offer a logic and coherent assessment system. The Law modules offered in conjunction with the LLB follow specific rules.

**Coursework type** . the following assessment types are considered

